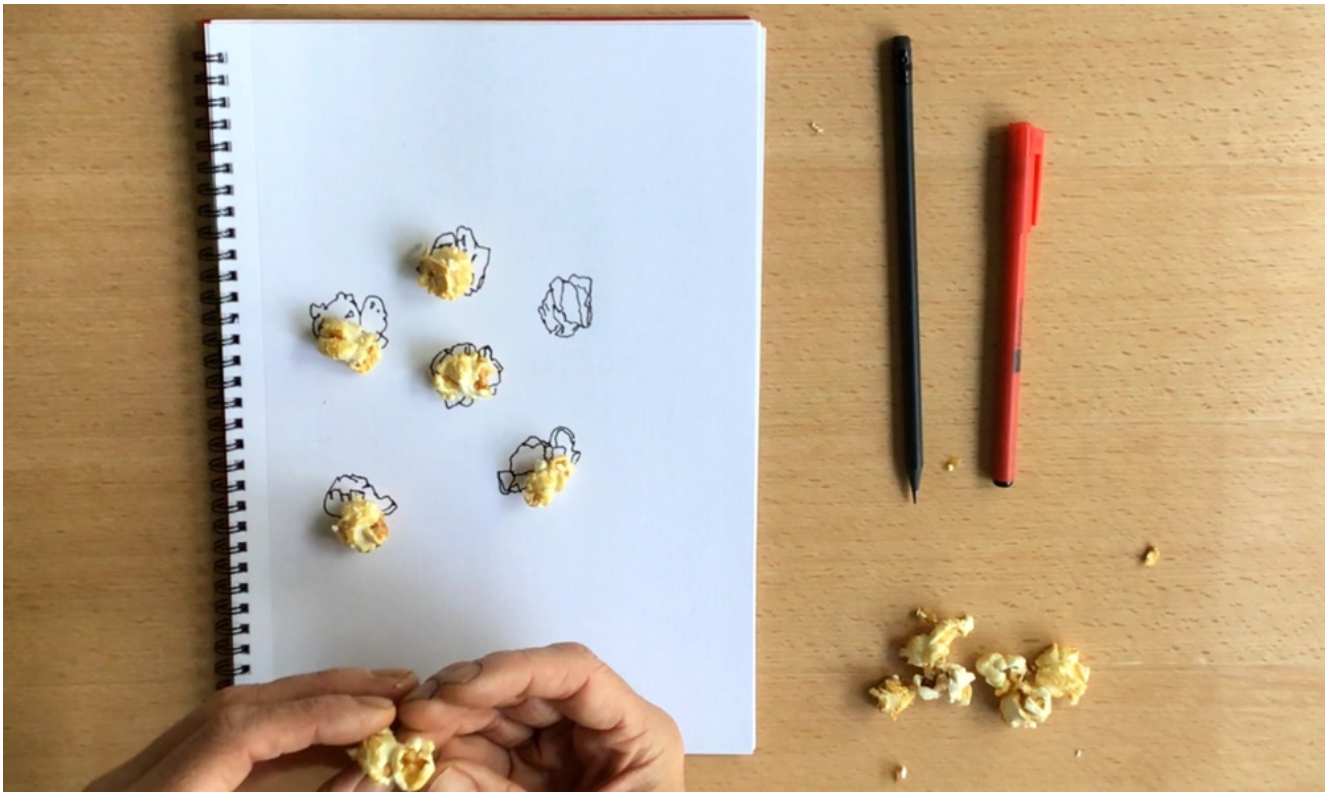
Methodical Drawing

This is the first of six resources in the series: 'Drawing for Science, Invention & Discovery Even If You Can't Draw' by Paul Carney, educational consultant and author. The projects enable teachers of both art and science to approach drawing from a new perspective. You can see all of the resources here.

By Paul Carney

Introduction: This activity demonstrates why scientists need to record and catalogue large amounts of complex information. It also shows you how and why drawing can help us to better understand the objects we are studying and the importance of organising and sorting information.



Notes for Teachers

- **Learning Objectives**
  - To understand that large amounts of complex

information must be organised.
- To learn how drawing can help us better understand things we are studying.

Age Range

The activity is suitable for 7-16 years.

Time Required

The activity takes approximately one hour

National Curriculum Targets: Art & Design

Key stage 2: Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught to:

- create sketch books to record their observations and use them to review and revisit ideas.
- improve their mastery of art and design techniques, including drawing.

Key stage 3: Pupils should be taught to:

- increase proficiency in their execution. They should develop a critical understanding of artists, architects and designers, expressing reasoned judgements that can inform their own work.
- Use a range of techniques to record their observat ions.

National Curriculum Targets: Science

Lower Key Stage 2: Making systematic and careful observations.

Upper Key Stage 2: Recording data and results of

increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Key Stage 3:

- Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements.
- Present observations and data using appropriate methods, including tables and graphs.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

GCSE and A Level Science subject content: Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.

Things You'll Need

Plain paper, fineliner pens or pencils, popcorn.

Extending The Lesson

Increase the challenge by adding more popcorn to study.

Supporting The Lesson

Limit the number of popcorn and suggest working on squared paper.

Assessment Guidance

How can you tell if they have correctly identified the popcorn to the correct drawing? Maybe peer review would help this process.

- **Artist Links**

  Look at the drawings of contemporary artist Becky Allen

  https://www.beckyallen.co.uk/

- **Cross-Curricular**

  Ask them to think about how complex data is recorded in other subject areas. Can they think of where this technique may be useful? (Such as Geography when studying rock formations).

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Serendipity Drawing

Simple Easter Sketchbook

Playing with tape, projectors, Wicky Sticks and so much more!

Accessible approaches for collaborative drawing with visually impaired students with Sara Dudman and Debbie Locke at the Thelma Hulbert Gallery in Devon

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Water and Rock: Teenagers explore building drawings with graphite and modroc

Teenagers look at pieces of chalk and flint and explore the physicality of rocks and geological processes with graphite and plaster.

Teachers Start the New Year with Sketchbooks

AccessArt introduces teachers from English Martyrs Catholic Primary School in Worthing, whistle stop introduction to drawing and sketchbooks as tools for recording and thinking.

Year 3 & 4 Making Club: Animal Parade – Week One

To use our Carnival Mask Template to create animal masks for an Animal Parade at the end of this half term.

Drawing Flames

Teenagers are led on several guided drawing exercises exploring mark making to the rhythm of a burning flame.

Life Drawing: Using Tone by Hester Berry

Life Drawing: Understanding Foreshortening by Hester Berry

Life Drawing: Drawing Hands and Feet with Hester Berry

Life Drawing: Drawing the Head by Hester Berry

Red to Green: Wax Resist and Scraffito

Red to Green: Steps to Observational Drawing

Foundations for students to be able to approach observational drawing without feeling inhibited or paralyzed and reinstate their confidence in their ability and right to draw.

Red to Green: Monoprinting

Monoprinting is an excellent way to access mark making and drawing but with a bit of ‘distance’ from the finished work. Results are always unexpected and the process itself very engaging, so any potential anxiety about what a finished drawing ‘should’ look like is taken away.

Life Drawing: Capturing Gesture by Hester Berry

Red to Green: Taking Rubbings and Making Compositions

process of recording by taken rubbings from natural and man made objects whilst incidentally making uninhibited gestures and marks with graphite

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Red to Green: Patterns in Nature, Line and Wire

using drawing as a way into exploring designs and patterns in nature, followed by a making session using wire to extend ideas into 3D

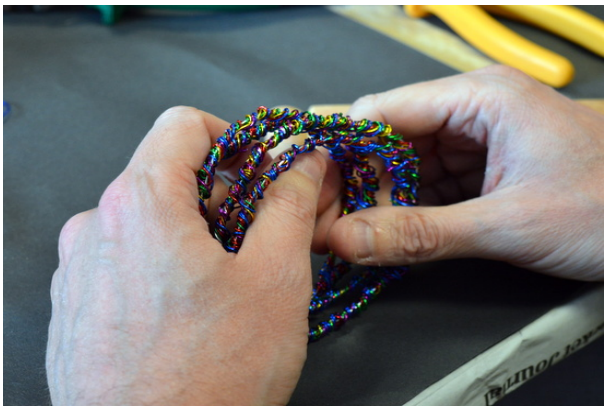
Aspire to Create: Inspired by

Nature & Empowered by Creativity – Red to Green

One: Casting

[Exploring mark making into wet clay, mould making, mixing and pouring plaster]

Two: Patterns in Nature, Line and Wire



[Using drawing to look at designs and patterns in nature to inspire the creation of wire sculpture]

Three: Taking Rubbings and Making Compositions

[Recording the surrounding world by taking rubbings]

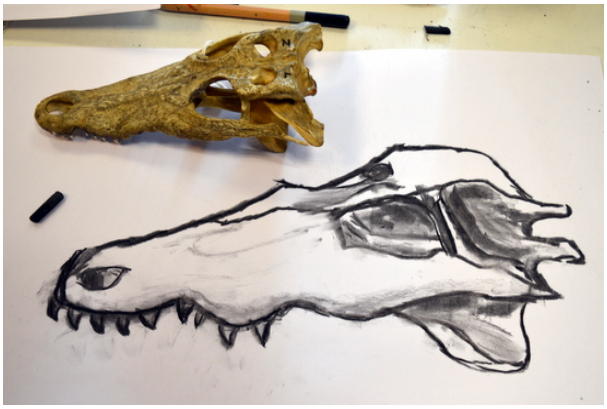
Four: Block Printing

[Learners are introduced to block printing]

Five: Monoprinting

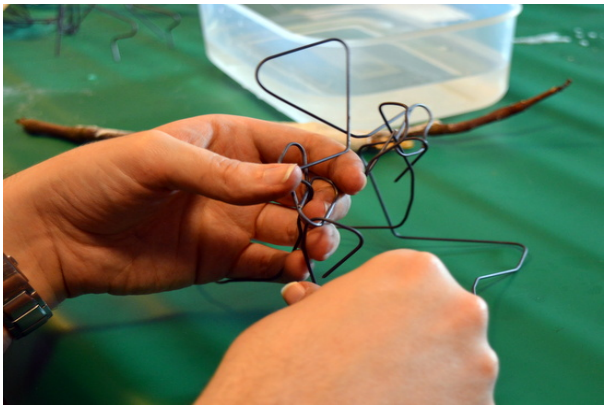
Exploring texture, pattern and mark making through monoprinting

Six: Steps to Observational Drawing



Four steps to enabling observational drawing

Seven: Making Sculpture



[Learners explore sculptural principles of form, space and balance]

Eight: Wax Resist and Scraffito

[Introducing colour with wax resist and scraffito techniques]

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Windy Day Drawing: What was it really all about?